

McGILL  
UNIVERSITY GAZETTE

*Friday, May 1st, 1885.*

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# UNIVERSITY GAZETTE

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MCGILL COLLEGE, MONTREAL, MAY 1st, 1885.

[No. 10.]

## McGill University Gazette

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The UNIVERSITY GAZETTE will be published fortnightly during the College Session.

Rejected communications will not be returned, to which rule no exception can be made. The name of the writer must always accompany a communication.

### Editorials.

We must apologise to our readers for the late appearance of this issue. Our editors, all except two, were obliged to leave town while the work was yet in a very backward condition; and we have been further delayed by the failure to receive some promised reports of Convocations.

### ADIEU.

With this issue we conclude the GAZETTE for another year, and with it terminates the connection of the present staff of editors with the paper.

In bidding farewell to our readers, the time is opportune, to revert briefly to our labours during the past year. In the first place we desire to say that we have based our line of conduct upon the belief: that a college paper exists, *in the main*, by and for the students: that it is the proper channel for the expression of their opinions; that if it be truly representative of the chief characteristics of its constituents it must be most liberal in its treatment of even the most diverse and perhaps even unpopular opinions; and that above all things it must be entirely independent of any control emanating from the University authorities.

Its chief aim,—indeed, we may say its sole reason for existing, is to furnish a medium for the ventilation of honest, manly opinion, upon subjects which more or less intimately concern students and student life; and hence the evident objection to having any influence at work upon its Board of Editors, which might have a tendency to restrain this free expression of opinion.

Acting upon this belief, we have from time to time discussed in our columns, such questions as the action of the University in passing by our own graduates when selecting a lecturer in classics; we were in this matter actuated by no narrow-minded prejudice, our contention was, and still is,—select the best qualified man that can be got, but give our own graduates a fair field. We have discussed the doings of the Corporation in connection with the Higher Education of Women; and we have criticised the condition of the different Faculties. Our course in connection with these subjects has, we are aware, met with censure in some quarters; this was to be expected. In closing our labours however, and after a careful and thoughtful examination of the topics discussed by us, we would not now, having a conscientious regard to duty, that these subjects were either fewer in number, or of a character less pertinent to the interests of McGill.

That we have made no mistakes in their treatment, we are very far from claiming; probably the tone of some of our articles could be much improved. In the warmth resulting from the strength of our convictions, upon reforms which we have advocated, we may have expressed our opinions in such a way as to have given offence to some who, equally conscientious, did not see with us. But that we were moved by any but the most kindly feelings for, and deep and anxious interest in, the great institution of learning which, rightly claims our allegiance and deserves our gratitude we disavow. True gratitude does not blind its possessor to a benefactor's defects, nor is honest criticism inconsistent with the most intense loyalty; on the contrary, the former, in a matter of this kind, sharpens vision, and the latter deserves commendation.

And here, we are bound to say that while we deprecate language unduly strong, in condemnation of even the most flagrant abuses, or in the advocacy of even the most desirable of reforms, and feel sorry, if our zeal has led us into this error; we nevertheless, at the



same time, in this our last official utterance, as the mouth-piece of McGill students and graduates on her College paper, wish it to be clearly understood, that we misinterpret, very much indeed, the whole purport and aim of the school, if it should ever tend towards causing us to receive, with simply silent assent, the *dictum* of any man, from our gifted, scholarly and revered Principal down to the humblest citizen among us; or should ever lead us to place any custom or any opinion above the reach of honest and fair criticism; and we have equally misinterpreted the sentiment of those who have place<sup>d</sup> us here, if they would consider us to have done our duty in ignoring questions which are of vital importance to them, and therefore to the University.

We have aimed at a respectful, though firm and straightforward expression of opinion, with what result we leave our readers to judge.

In addition to these really vital questions, we have endeavoured to direct attention, as the time required, to the broader field of educational work outside our own University; and have reported the transactions of various societies in connection with the College. In this latter connection we feel forced to remark that we sincerely wish, their work was better worth reporting.

The plan of having the paper conducted on the financial basis of a Joint Stock Company, has now been on trial a year. We think the plan preferable to that adopted in former years, and have good hopes for the success of the GAZETTE in the hands of succeeding Boards working under this system, especially since they will escape the friction, attendant upon every innovation no matter how good, to which the present staff was exposed and from which they have suffered slightly.

Our work is ended. We commit the fortunes of the GAZETTE to the able Board of Editors that have been selected for the ensuing year, relying upon the liberal and hearty enthusiasm of McGill men, to support and assist them in the future as it has us in the past.

#### THE ARTS MATRICULATION

Last year we believed the time had come for a general raising of the standards in the Arts faculty, and urged that as a preliminary to this the matriculation be made much more searching and general. We are still of the same opinion, and propose now to institute a comparison between the entrance examinations of University and Queen's and our own colleges, to the end that the necessity for action in this direction may be clearly seen. As the matriculation requirements of Queen's and University colleges are nearly identical,

and we are only concerned with the difference between our own and the most advanced of the others, it will not be necessary to refer to the slight divergencies between the former. In Greek, McGill asks its ordinary matriculants to be familiar with a single book, either of Homer or Xenophon; University demands a knowledge of one book of each. While for matriculants in honors McGill requires only the same amount of information as do the ordinary examinations in Ontario. From the upper province matriculant is exacted a knowledge of the *Odyssey* and of a portion of the *Olynthiacs*. Similarly in Latin, the honor examination here takes up an equivalent to the obligatory test in Toronto, while the optional examination there embraces portions of *Livy*, *Horace* and *Ovid*. In mathematics there is but slight difference, the Ontario universities, including quadratics in the amount of algebra demanded from students entering, and the honor examinations being the same in the three seats of learning. The ordinary English examinations are also nearly alike except that in Ontario the matriculant is required to have a practical acquaintance with the rules of composition. In history, all require a knowledge of the outlines of English history, but the Upper Canada colleges demand also familiarity with the principal events in the histories of Greece and Rome. Ancient and modern geography are also obligatory in Ontario, and there are honor examinations in both history and geography. Our honor examination in literature requires merely a general acquaintance with the history of English literature; theirs a critical knowledge of a play of Shakespeare. In addition, McGill's competitors test stringently the would-be student's understanding of French, and have advanced examinations in both French and German. They also allow an option between German and one of the dead languages. It will therefore be seen that not only do the Ontario colleges require a more general and advanced knowledge from those who would enter their halls, but that their matriculation also embodies the modern idea that man may be well educated though he possess not an acquaintance with Greek or Latin. It is not necessary to enter here into a discussion of the value of the fossil tongues; it is sufficient for our argument that the spirit of to-day forbids the expenditure of much time upon a study whose practical worth is *nil*. Money has always been the cry with which the onward march in our university has been checked, but the general raising of the standard can be accomplished, the demand that the work now done in our junior years be left to the high schools can be satisfied without any new expenditure, and before long that raising must be accomplished, that demand satisfied.



## MILITARY EDUCATION.

Sir William Dawson in a few felicitous sentences, at the close of the Arts and Science Convocations referred to the present disturbance in our Northwest and with the enlightenment begot of ripe scholarship coupled with deep thinking, and the patriotism which strives to apply it for the advancement and good of his country alluded to the mighty influence which the dissemination of knowledge, and especially which the possession of a sound liberal education by those who are placed in positions of national trust, exercises in doing away with the causes of rebellion.

That this view is sound and worthy of consideration, is self-evident whether we ask for education to be given either the governed or governors.

The personal liberty secured under Western constitutions is a blessing fraught with very grave responsibilities; and the very existence of these constitutions is dependent upon the fidelity with which the leaders of men attend to the mental and moral needs of the common people.

No more explosive force exists in the wide universe than a knowledge of wrong, hand in hand with an ignorance as to how to right that wrong.

The force of Sir William's remarks gathers strength and emphasis from a consideration of what successful and just statesmanship requires: what, broad sympathies and what varied acquirements! We know not how often communities are thrown into commotion and disorder because of the lack of that liberal and charitable view of events, which is *par excellence* the gift, dependent on a sojourn in the kingdom of letters.

But our object in this article is not so much to argue upon the value of applying the great engine of education and even-handed justice, in the solution of the problem of government, as to point to the lamentable and culpable neglect which the people of this country display in respect to their military education.

From all appearances, the day is yet far distant, when peoples and nations will be in a position to rely upon the spelling-book and the school-master rather than upon the sword and the general, for the settlement of their difficulties. If this be true then we hold it simple madness for any nation, no matter how isolated her condition, or how few her international concerns to neglect, as Canada has done, the military education of her young men.

The present crisis has demonstrated abundantly, of what excellent stuff, our young men are composed. And when we remember that the Minister of Militia,

is contemptuously dubbed in the House of Commons, the "Minister of Militia and *Expense*;" that any outlay upon the training of these very men who are now sacrificing their lives in their country's cause, is fiercely attacked by one set of our representatives and as weakly defended by another; that whatever proficiency our volunteers have, is due mainly to the self-sacrificing liberality, both in time and money of the volunteer officers throughout the country; we certainly have good reason to deplore the want of intelligent interest in national affairs which this state of things argues.

The GAZETTE knows no party politics. This subject comes properly within our sphere; and we are bound to say that no political party is immediately to blame for it, but that the sentiment, or rather the lack of sentiment, of the voters of the country has not supported parliament and thereby enabled it to perform its duty in this respect.

We have said, that no political party is to blame in this matter; this statement requires qualification, doubtless a broader culture, in our public men, would result in a more exalted idea of the responsibilities of public office, and would ensure a race of members of parliament who would sometimes consider it as much their duty to *lead* as they now do to *follow* the public opinion.

And what of McGill men! must our college studies cause us to forget our citizenship? While we train our minds to speed the progress and prosperity of our country and race, do we never think, that the soil from which our young strength has sprung may some day need our arm to strike a foe,—against whom reason is powerless?

There was a time when McGill boasted her college company; an ideal Canadian corps! from every province of the broad Dominion, from the Atlantic to the Pacific, might there be found men, side by side, under the Union Jack ready to fight for flag and fatherland!

The manly exercise of the military drill is in itself worth knowing; it has a most beneficial effect upon the body and bearing of a man, independent of our obligation to acquire it, and we trust steps will be taken next session to place the MCGILL COMPANY again upon the list of the country's citizen soldiery.

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"What do I put you in mind of?" "A French clock," she said softly. And pretty soon he arose and went on his way. The next morning he called on an eminent horologist and asked him what was the distinguishing trait of a French clock. The horologist said, "Why, it never goes." And the young man was sorely cast down, and he grieved, and told no man of his hurt.



## THE LEAF.

*(From the French of Arnault.)*

Poor leaflet, severed from the bough,  
And faded, whither wanderest thou?

I do not know;  
The noble oak,  
My sole support, has fallen low  
Beneath the tempest's stroke.  
And all day long the changeful breeze  
Has blown me rudely back and forth  
From south to north.

From the forest's dismal shade  
To the flower be-sprinkled leaf,  
To the valley from the hill,  
Whereso'er the breezes will  
I am carried undismayed,  
For well I know  
I only go  
Where everything in season goes,  
Laurel leaf and leaf of rose.

ATTIE.

## Convocations.

## MEDICAL CONVOCATION.

The Annual Convocation for conferring degrees in Medicine was held in the William Molson Hall on the 30th March last.

The following are the members of the Graduating Class: J. H. B. Allan, R. A. Arthur, I. Baird, F. N. Burrows, G. A. Cassidy, D. Carson, W. S. Daly, J. H. Darey, H. Dage, W. W. Doherty, D. W. Eberts, J. Elder, F. G. Finlay, S. Guston, E. O. Hallett, A. G. Hanna, F. Harkin, A. E. Hawkins, H. J. Hurdman, R. I. Irvine, H. D. Johnston, W. H. Klock, H. J. McDonald, N. McCormack, M. C. McGannon, J. W. McMeekin, D. L. McMillan, G. Palmer, F. H. Powell, A. M. Robertson, J. L. Silby, J. L. K. Willison, D. J. G. Wishart, E. G. Wood.

The following is the list of prize men:—

Junior Prize: H. S. Birkett; Sutherland Medal: H. A. Lafleur; Botany: Clouston; Practical Anatomy: H. A. Lafleur; Demonstration prize: Bradley; Primary prize: E. Evans.

In the final year the gold medal was awarded to Mr. E. G. Wood, who took 3,733 points out of a possible 3,950, and the final prize to Mr. S. Guston, who took 1,947 out of a possible 2,150.

The Valedictory was read by Dr. T. A. Baird, and the Graduating Class was then addressed by Dr. Roddick and the Hon. Justice Mackay.

## LAW CONVOCATION.

The Annual Convocation for conferring degrees in the Faculty of Law was held in the William Molson on the 31st March last.

The following are the names of the Graduating Class:—

1. I. E. Struthers, First Rank Honors and Elizabeth Torrance Gold Medal. 2. A. W. Smith, B. A. First Rank Honors and Prize for best thesis. 3. R. A. Greenshields, B. A. First Rank Honors and Prize for general proficiency. 4. J. F. O'Halloran, B. A. Second Rank Honors. 5. G. B. Claxton, Second Rank Honors; 6. H. J. Hague, B. A.; 7. J. G. Jolly; 8. J. D. Cameron, B. A.; 9. H. J. Duffett, B. A.

In the Second Year the prize men were:—

1. A. J. Brown, B. A. First Rank Honors and First Prize; 2. R. J. Elliot, First Rank Honors and Prize in International Law, and 2nd Prize; 3. J. Mackie, Second Rank Honors; 4. R. Murchison, Second Rank Honors.

In the First Year the prize men were:—

1. J. Mabon, B. A., Second Rank Honors and First Prize; 2. H. A. Beauregard, Second Prize.

Prof. Lareau addressed the Graduating Class in French, and the Hon. Judge Torrance in English. There was no valedictory, an omission, which we hope, will not be taken as an example to be followed by succeeding graduating classes.

## ARTS AND SCIENCE CONVOCATIONS.

It may have been the fine weather or the presence of a new and attractive element in Arts Convocations, (*i. e.* the lady students) which drew such a large audience to the William Molson Hall on the afternoon of Thursday, April 30th. Upon the platform were Hon. Judge Torrance, who presided in the absence of the Chancellor, Senator Ferrier, Principal Sir William Dawson, LL.D., F.R.S., Archdeacon Leach, Dr. R. P. Howard, Prof. Bovey and others.

The graduating class in Arts consisted of W. G. Stewart, (1st. Rank Honors in Science and Logan Medal, J. A. McFarlane, (1st. Rank Honors in Philosophy and Prince of Wales Medal), Wm. Lohead, (Honors in Science), A. H. U. Colquhoun, (1st. Rank Honors in English), J. C. Martin, (1st. Rank Honors in English). Ordinary:—Class I. H. S. McLennan, (Hiram Mills Medal), G. J. A. Thompson; Class II. H. Budden, M. Watson, G. A. McLennan, J. H. Macvicar; Class III. P. M. Robertson, J. H. Higgins, A. Currie, W. T. Currie, A. S. Grant, D. Cameron, G. J. Calder (*ager*). Morrin College:—Class I. N. Rolph, J. A. Ferguson, H. J. Silver, W. A. Home, A. J. Walters. Class II. H. Campbell.

For M. A.: W. H. Naylor, W. D. Lighthall, J. H. Darey, H. M. Ami. Ad Eundem, W. W. Whyte, B. A.

The Medals, Honors, and Prizes having been presented to the graduating class as well as to the undergraduates, (the full list of which we cannot publish for lack of space), the degrees were then conferred. The valedictory for the graduating class in Arts was then read by Mr. Colquhoun B. A. who touched upon the success which the various student enterprises had achieved during the past session notwithstanding the fact that a good deal of attention was withdrawn to similar movements in the affiliated theological colleges. After mentioning the advantages to be derived from attendance at the Undergraduates Debating Society, he referred to the return once again of Sir William Dawson to active labor, and the gratitude which every student felt at the Principal's arduous labors on behalf of the University. Continuing, he said "and it must be gratifying to them as well as to every Canadian that those honors, intrinsically of inadequate value, but the only way of signalizing great intellectual services, as well as services of a more tangible kind, have, amidst a



general acclamation, been showered upon the head of Principal Sir William Dawson." The valedictory next referred to the presence of lady students, and the remarkable success they had achieved. Their presence besides correcting false notions about the intellectual capacity of the ladies might incidentally lead to the discarding of that relic of ages passed away, the gown. It was not to be expected that graduates just leaving their college had no observations to make upon beneficial changes which might be made. Loyalty to their Alma Mater should not lead to a lack of discrimination between what was good and what ought to be remedied. The best members of any society or corporation were those who quick to recognize the necessity for reforms were equally willing to bear a part in effecting them. The establishment of a general dining-hall would be an improvement in the college life of McGill. In addition to the saving of time and increase of comfort, such an institution would strengthen that feeling of community of interest, which attendance together on lectures did not sufficiently promote amongst the students. In conclusion, the undergraduates were urged to foster the athletic sports, take part in the work of the debating society, and support the college paper. While competing with those of the opposite sex in a fair and generous rivalry they could exhibit a courtesy and respect, in their treatment of the lady students which would go far to render easy the carrying on of partial co-education at McGill. The diligence which would comprehend more than the mere range of cut and dried course laid down would give a better claim to the rank of scholar, while upon their conduct the reputation of the college greatly depended. In bidding a formal farewell the class of 1885 left its record for its immediate successors to approve of or else improve upon.

When the lady-students were called forward to receive their prizes, a storm of applause greeted them, indicative of the sincere congratulations of their competitors of the opposite sex.

#### THE FACULTY OF SCIENCE

Prof. Bovey, Dean of the Faculty of Applied Science, then read the results in his Faculty. The graduates were the following:—H. V. Thompson (Lansdowne Medal, Skelton prize, and six other prizes, for various subjects) C. W. Trenholme, B.A. (British Association Medal), E. McC. Macy, (Honors in Natural Science and prize), E. P. Mathewson, (Honors in Natural Science and prize), Samuel Fortier, (Prize in heat and heat engines) Jude Routhier, and T. W. Lesage. Mr. Fortier, B.A.S. was called on to read the valedictory for the graduating class in Science.

The first part of it was devoted to a thoughtful, outspoken and manly examination of the college course which the class had just completed. In a zealous and patriotic tone he dwelt on the disinterested and faithful work of their professors, and on the benefits of the mental training received. "Far be it," says he, "from us to feel ungrateful for that spirit of zeal and unselfishness which has been shown by the professors in our behalf." Again, "our intellects have been trained, not by long intervals of rest during the first part of the

session followed by spasmodic efforts near the close, but rather by steady application during every day throughout the session."

Notwithstanding, however, the admirable spirit of the address towards good, old McGill, the writer takes occasion to speak of the dissatisfaction felt by many of the most earnest and thoughtful students on account of some of the features of the work of the science faculty. Here, though, he is too loyal to rudely complain. So much useful and wise instruction has been given as to render it difficult to speak of the drawbacks. But that there are imperfections, and that the writer experienced them, is plainly shown by the address. "We know not yet," he says, how much we shall be benefitted by the course now completed, or how much of the knowledge obtained will be serviceable to us in our future careers. We know not yet whether the four best years of our lives could have been more profitably spent in labor in the field. The answers to such enquiries can only be given after years of time, and upon the verdict which time shall give depends to a great extent the success of the Science Faculty." In another place, "We assert with satisfaction that a large part of the work of the course has been effected by our unaided exertions. The arduous task of solving problems in engineering science has not been accomplished without some discontent on the part of the students. There have been times when unable, after hours of hard study, to perform well the tasks assigned us, our spirits have risen in rebellion against the severe mental discipline to which we were subjected. Even now the recollection of these trials is too vivid to permit that outflow of thanks with which professors are usually deluged on convocation day." He adds, in his encomiums on the good deeds of the citizens of Montreal. "We entreat you to guard the interests of the infant Faculty of Applied Science in the future as you have done in the past. Such a department is essential to the country and if through want of accommodation or the necessary equipments its usefulness be restricted here, other universities will receive the students who would have gladly come to McGill.

The other chief topics of the valedictory were the importance of the science of engineering and the enterprises of the student outside of his immediate class work. Under these enterprises we have reference to Athletic Sports in which a well merited compliment is paid to the Professor of Surveying. Reference is also made to the Reading Room and the *McGill University Gazette*. On the subject of engineering we have the following eloquent passage: "Already the members of the engineering profession have exerted a mighty influence in the development of the country. The bridges which span our wide rivers, the channels cut by human agency to overcome their rapids the valuable ores obtained from mines, the machinery in use, the locomotive whose shrill whistle wakens the dwellers on Acadian shores, resounds through the forests of New Brunswick, rouses to increased activity the inhabitants along the Banks of the St. Lawrence, frightens the wild herds on Saskatchewan plains, reverberates from peak to peak of the Selkirks, and finally dies away on the bosom of the broad Pacific; all attest to the genius and skill of the engineer."



Prof. D. P. Penhallow, delivered the address to the graduating classes in both Faculties. This was a departure from the usual custom of having a professor from each Faculty address the respective classes. Taking for his subject the question of "Science vs. Classics" Prof. Penhallow gave a lengthy and able paper upon this still interesting conflict, and treated his subject in a manner which reflected the highest credit upon this recent addition to the teaching staff of the College. We give it *in extenso*, on another.

Sir William Dawson, in the course of a speech summarizing the work of the past session said. A pleasing feature was the large graduating class in Arts. More than 500 students had attended lectures in the several faculties, and the financial statement for 1884 showed that \$150,000 had been added to the funds of the University through the generosity of benefactors. The fairest promises were foreshadowed by the success of the first class of women students and the authorities expected that this course would prove to be a source of strength to the Faculty of Arts, rather than of weakness.

The Board of Governors had now to consider how increased accommodation in Medicine, Arts and Science could be provided. The want of a dining hall seemed to be great enough to demand speedy attention, and every effort was being made to arrange for such. It might not be ready for next session, but would be established, he had no doubt, in due time.

The proceedings were closed with prayer by Rev. Dr. Wilkes.

### ADDRESS.

BY

PROF. D. P. PENHALLOW, B.Sc.

DELIVERED AT THE CONVOCATION OF MCGILL UNIVERSITY, APRIL 30, 1885.

*Mr. Chancellor, Members of Convocation, Members of the Graduating Class, Ladies and Gentlemen:*

In coming before you to-day, I feel that a double responsibility rests upon me, inasmuch as a radical departure from time-honored customs has been made, by uniting in one person the addresses which have formerly been delivered from two faculties. I am thus called upon to serve two causes; to uphold and maintain the interests of arts on the one hand, and on the other to advance the claims of science, and push them with that force which its importance in our modern life demands. During the past year the discussion concerning the relative value of classics and science in education has been continued with unabated vigor, and already have results of a most important and significant character begun to appear through the introduction of practical reforms in the educational methods and requirements of some of our oldest and most conservative universities on both sides of the Atlantic. Were I here to-day to represent science alone, I could not give her the fullest justification without acknowledging the debt she must ever owe to classical studies, and on the other hand, were I here to represent arts alone, I could not discharge my proper duty without admitting the leading importance of all scientific work, and particularly of scientific methods of thought and reasoning. This inter-dependence of these two important departments of human knowledge is worthy of our most serious consideration, and by virtue of the double office which I fill here to-day, I feel that I cannot do better than briefly touch upon that aspect of the question, "Classics vs. Science," in which the relation of each one to the needs of

practical life shall be briefly considered, and show how far each is capable of meeting those requirements. It is undoubtedly safe to say that comparatively few men are able or willing to seek an education purely for the sake of the culture it will bring. Of those who possess sufficient means to do so, the majority probably look to the future with the hope of adding to their already large possessions, and any means which will secure this end, even by considerable sacrifice in other directions, is most likely to be adopted. For the great majority, therefore, the college training is regarded purely as a necessary means to the end in view. It is so much capital invested, upon which a man desires to realize the greatest returns, and he who really has a serious purpose in view will always choose that course of study which will best prepare him for the use of that capital. It is from such a practical standpoint that the world at large judges of the merits of any educational system at the present day, without any very special regard for the particular views of the educationalists themselves, and it is a pertinent question if this is not after all to a very large degree, the true standard of judgment. Sentiment may be allowed a certain weight if you will, but it certainly will not answer the requirements of the present day to cherish too fondly our reverence for time honored ideas and for methods which have long since outlived the purpose they were intended to serve. If we scan the history of our modern classical colleges we will find that in many ways and in most cases, they are but the continued expression of ancient ideas. They were founded at a time when science was practically unborn, and even those of more recent date which have sprung into existence since the development of modern science, have been largely founded upon the old id as and run in much the same grooves. In the earlier period of their history these colleges were all important, since they were the only definite channels through which knowledge could be acquired, and that their prescribed course should be composed entirely of language and literature, was a necessity of the times, since these were the only directions in which thought could find healthy exercise. As time went on, however, conditions rapidly changed and the feeling is now prevalent that modifications in the requirements and methods of instruction have not kept pace with this progress, but that undue preference is still given to Greek and Latin over scientific subjects. Hardly yet has the old idea given way to the modern view, that a man may be considered respectably educated without the classics, but happily our views in this direction, as in many others, are becoming broader, and the time is not far distant when those who believe the sum of all knowledge to be concentrated in and about the classics will be relics of the past. But the truly practical test is to be found when we determine what classics, on the one hand and science on the other will accomplish for a man in the way of making him a better citizen, or aiding him to gain a more substantial livelihood. We are first of all confronted with a fact which seems to be very generally admitted at the present day, that with the majority of those who follow a college course their knowledge of the classics, so far as the ordinary affairs of life are concerned, practically ceases on the day of graduation. Such men become absorbed in business or in other pursuits, where Latin and Greek have but little weight in determining the income of the day, and for such men the question as to the wisdom of their spending so much time on these studies, becomes a most pertinent one. When the objection is raised that we have overlooked the very important results to be found in culture and mental discipline, we are inclined to reply that other studies than these have an equal value in those two directions, and the weight of argument must then fall to that side which can show the most extended and valuable application to solving the practical problems of life. Of the smaller number of graduates who may be supposed to continue their classical studies and apply them to their professions, we have the clergymen and men of letters, to a less degree the lawyers and certain specialists in scientific pursuits, and lastly, the doctors. We will agree that for all these, the classics may be regarded as possessing some substantial advantages; but if even these were reduced to a proper standard, it would doubtless be found that only a small percentage



could read the classics understandingly, and yet fewer could read them with that facility which they have acquired in the use of their native tongue. The conclusion, then, becomes direct and simple that very few men out of all those who receive a classical training have sufficient command of these languages to originate ideas in them, while, for those who are mere followers, some other language will answer much better or at least equally well, and that language should be by preference the one to which they are born. It thus becomes clear that the real utility of such studies, in meeting the practical problems of life, is of an exceedingly limited nature, and it naturally follows that there must be other branches of knowledge which will serve the purpose better, and benefit the individual and the community far more. It is, therefore, manifestly unfair, as well as most unreasonable and inconsistent, to demand that a man shall take a course in classics to the exclusion of science, whether it meets his needs or not. While we rightly look to the classics for a most desirable and important culture, we must not forget that in our own English language, we have not only the most noble tongue of the present day, but we have also a language which is exceedingly rich in all that tends to culture. It is built upon all that is best and purest of other languages, and it still draws largely from them wherever found; so that its proper study, particularly if pursued in connection with science, will doubtless answer all the requirements of culture, so strongly urged in favor of classics. The remark is frequently made, and would appear to be justified by observation, that men graduate in classics while yet they have but an imperfect knowledge of their own language, and the conclusion is justified that proper proficiency in the latter has been sacrificed to the study of the former, but that only mediocrity has been reached in either. The educational system which will permit of such results is undoubtedly wrong, although we must make all due allowance for the material as represented in the man, and that system will best serve the needs of the day which, other things being equal, will make the study of English of leading importance and place other languages subordinate to it, making them actual requirements only so far as they meet a definite want and fulfil a definite purpose. The present age is a progressive one and eminently utilitarian in all its tendencies. Possibly in some directions, at least, there is too strong a tendency that way. Nevertheless, men rightly look to the development of industries and the acquisition of wealth as their goal, and they desire that their training should be directed to this end. Evidence of this is to be found on every hand, particularly in the rapid growth of technical schools within the past two decades, not only in America, but all over Europe, while even the oldest and most honored of our classical colleges on both sides of the Atlantic have been caught in the rushing tide, and are now beginning to acknowledge the force of these facts and the tendencies of the times, and that their prescribed courses have outlived their original purpose, and thereby lost their specific value. It is right that we should look to our universities for the exercise of a wise conservatism. In this respect they are the balance wheels of public sentiment, and it is well and proper that they should be so; but conservatism must, to retain its value, be tempered with a just regard for the requirements of the age in which we live. Men live for the future, not for the dead past. The present year will ever be memorable in the history of education, since it marks the beginning of a new era. The two oldest universities in England and America, and the most conservative as well, have instituted a movement which other colleges will be forced to follow. The changes which they now contemplate, or have already made, are consistent with a wise conservatism, with their character as leading institutions, and with the requirements of the day. These changes are sufficiently indicated when we point out that at Harvard College, science and classics have practically been placed on the same basis, so that a student may select from all the studies of the curriculum, such as will best qualify him for the object in view. It may be urged with some reason, that such an optional system as is there developed in a high degree, is liable to abuse, particularly in cases where the student has

not fully determined upon a profession. It may also be urged that a student is not capable of correctly judging as to what Profession he has the greatest inclination to, or aptitude for, until he has completed a general course. This often occurs, and the graduate then seeks technical schools for education in a specialty. In accord with these views, it might be deemed expedient to allow a man no option, but force him through a specified course, whether in accord with or opposed to his tastes and requirements. But another aspect of this question presents itself. As in the case of Harvard college, where such liberal options are allowed, they may be so coupled with other requirements, as total number of subjects taken, matriculation, etc., that the course is not weakened thereby, but rather that the student is compelled to gain a more thorough and advanced preparatory training, and he then brings to the college that maturity of judgment which enables him to select his profession at the outset, and choose his studies judiciously with this end in view. Thus is established at once, by natural means, the only true and reliable safeguard against abuse of the privilege of options. But the effect is much more far-reaching than this. It is safe to say that the preparatory schools will never exceed the requirements of the university matriculation, while their interests compel them to meet these requirements fully, so that whatever the former may exact the latter will at once be prepared to accept. This has been shown to be the case on former occasions, when the standard of admission at Harvard has been raised, and it will appear again, as indicated in the new rules, in connection with which a special notice is given to teachers that between the subjects of astronomy and physics, and a course of experiments in mechanics sound, light, heat and electricity not less than forty in number actually performed at school by the pupils, preference will be given to the latter. The tendencies of the day would be clearly brought out were it possible to secure proper statistics concerning the students after graduation. Unfortunately with one exception, our large universities are wholly unable to supply such data. Cornell, however, offers a very good opportunity for forming an opinion, since it has several special courses open in several directions, any one of which a man may freely select. From the ten-year book of that university we find there were 476 graduates during the period from 1868-1878. Of these, 55.9 per cent. entered those professions in which Latin and Greek are supposed to be essential, 32.1 per cent. became bankers, engineers, scientists and doctors, and 11 per cent. entered trade or had no occupation. This would seem to indicate a strong preference for classical studies, but if we examine the degrees taken during that period we will at once gain a true indication of the actual tendencies. Thus, out of 325 degrees bestowed, 23.3 per cent. were in arts or literature, while 71.7 per cent. were in science, giving therefore a ratio of arts and science of 1:153. This shows conclusively that the tendency at the present time is greater to scientific than to classical studies, and that the former answer all the requirements of most professions in which the latter were formerly supposed to be essential, and if we further bear in mind that there is a common and strong tendency for arts graduates to finally enter the scientific professions, the argument will have additional force. Mr. Matthew Arnold tells us that a knowledge of languages broadens our ideas and gives us almost as many different lives, through our ability to come into sympathy with the thoughts and feelings of the people they represent; and this we are quite ready to grant, but when he further assures us that it brings the products of all research to our feet and enables us to take a broad and general survey of all knowledge, implying its superiority in this respect to science, we are inclined to doubt the wisdom and even the force of his remark. The man of classical attainments takes his knowledge of everything outside his own particular sphere at second hand and therefore labors under all the great disadvantages which this implies. He can never lead, except in language itself, but must always depend upon the results obtained by the man of science, who thus becomes the leader, striking out into paths of original research, always fresh, always in the van of progress. Language is the medium through which thought and ideas are conveyed, and must



always be subordinate to the ideas themselves. If we are asked what the study of science accomplishes for a man, our reply first of all would be, that it gives him a breadth of view and a grasp of the general problems of life which no other training can give. The interdependence of all scientific knowledge, renders it absolutely essential that a man should go much beyond his particular field and become acquainted with the work of others. More than that, it gives him a deep insight into, and intimate acquaintance with that highest of all knowledge, natural law. Through this it broadens and quickens both his moral and intellectual perception; it lifts him into the purest and most lofty atmosphere of thought and brings him through nature up to nature's God; it strengthens every fibre of his being in the resolution to accomplish a noble purpose in life, and when we apply a more practical test we find that it meets all the wants of our existence, serving as the mainspring of all our commerce and industries, and the source whence flows all that ministers to man's needs. In a word, it is to science that the world stands indebted to-day for all its material prosperity and progress. When we understand this we recognize that science gives to man a power over the most important details and necessities of our existence, which language alone is powerless to deal with. Are we, then, to throw the study of classics over altogether? By no means. I count myself among those who believe in the dignity and value of all knowledge, and I would certainly dislike to see a sweeping revolution in existing methods, whereby the classics should be wholly banished.

What the requirements of the present day do seem to demand, however, is that our systems of education should be so arranged that science and classics shall occupy positions proportioned to their value in professional work and in their relation to the general problems of life, and that the student may be allowed to determine the course which is best suited for his purpose. And while, therefore, I do believe that science is the true basis of all that is practical in life and meets the greater number of the requirements of our existence, and that it should have the precedence or at least equal advantage with the classics in our educational systems, the latter should form a feature of every perfect and well-developed system of instruction, in order to introduce a wider element of culture, and round into full and graceful outlines the more practical ideas of the scientist. Finally, the complaint is not unfrequently made that graduates of our scientific schools do not follow the calling for which they have been educated, or that the course is narrowing in its effects, and can equip men for but one or two occupations in life. The first objection may be met upon the ground that if there be an actual fault in this direction, then it is common to both scientific and classical colleges, since it is a well known fact no college graduates men, all or even a large percentage of whom seek occupations in the special fields for which their study is supposed to have qualified them. Nor does the training received lose its value on this account, as many are very erroneously disposed to believe. A wisely completed course of science, as already shown, amply qualifies a man for entering any profession, except those in which the classics are specially demanded, and even then, the fault is not in defective mental training and want of capacity, but in limitation of special acquirements; and concerning this again, our ideas are commonly very much at fault. As I have already pointed out on a former occasion, there is a vast and important distinction between actual acquirement and mental training. The second doubt may also be readily set at rest. Observation shows that scientific courses are most broadening in their influence and permit the graduate to choose from a large number of professions, for any one of which he is equally well qualified, and it is not difficult to recall the names of many such graduates who have attained to prominence in medicine, the ministry and the law. But let us answer the question by looking to our own graduates in science. Of the eighty-five men who have thus far received a scientific training here, the occupations of sixty alone, or 70.6 per cent. are known. Of these sixty we find engineers, 55 per cent.; professors, 8.3 per cent. Several of these occupy prominent positions, one being in the Univer-

sity of Tokio, Japan, while another fills an important chair in our own university. Miscellaneous, 8.03 per cent.; geologists, 5.03 per cent.; business, 5.0 per cent.; manufactures, 5.0 per cent.; chemists, 3.3 per cent.; architects, 3.3 per cent.; journalists, 3.3 per cent.; draughtsmen, 3.3 per cent. These figures show that our graduates fill a number of important and useful positions in life, among which they are about equally divided, with the exception of engineering, which apparently absorbs the general interest of the student. Doubtless the objection will be raised that this at once indicates the narrow tendencies and limited usefulness of the course, since all its energies appear directed to the education of engineers. The answer to any such objection must be found in part in the statistics themselves, and in part in the recollection that it is not the college course which alone determines the choice of a profession, but it is to a far greater degree, a man's natural inclination and aptitude, coupled with the prospects of remunerative employment in the chosen field. The college course, however wisely planned, cannot overcome these conditions; it can only meet them as they exist. The college has no power to determine remunerative employment for its graduates, simply because it turns them out with special qualifications. The conditions of active life, and the law of supply and demand which operates here as elsewhere, determine this, and to these the college must be secondary. It so happens at the present time, that there is great activity in the Dominion, in projecting engineering works, and these offer the greatest opportunities for an ambitious man, but as has so often occurred elsewhere, a reaction must ensue sooner or later, and with the development of industries constantly in progress, there must soon be equally tempting fields in other directions, and then will our chemists, geologists and botanists be found in excess, without any special effort on the part of the colleges. It is simply necessary that these institutions should be fully prepared to meet all such changes of demand upon their capacity. There is sometimes a tendency among students to feel that they are abundantly able to choose the course best suited to their needs without consulting those who, by experience, are better prepared to advise, and lest any such should derive an undue measure of comfort from what I have said, a few remarks in closing should be made. Those of you who go forth to-day to make your own positions in life will realize with additional force as the years pass, that the professors whose watchful care you leave to-day are your proper advisers. Some of you, as you encounter the experiences of sharp competition, may feel a regret that you did not accept a greater measure of that which they always consider it their duty to give the student. Those of you who yet have a portion of the course before you would do well to bear in mind that, while you are expected to think and act for yourselves, you have had but very limited experience of what the world will demand of you, and you will do wisely if you freely and frankly seek the counsel of those who are your natural advisers during the college course, and I can assure you that such a course on your part will never be regretted, but may prove of the greatest value in after life.

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"How did you manage to raise money to go to the opera last week?" asked Brown of Jones, who is very deaf. "Pawned my ear trumpet." "I don't see how you enjoyed the opera without your ear trumpet." "I took my opera glass.—*Ex.*"

When President Arthur took his Son, Allan, to Princeton, the chief magistrate was called on by the boys for a speech. He responded, and in conclusion remarked, with a great deal of feeling, that he was about to confide to their care the dearest thing on earth. The words were scarcely out of his mouth when one of the youths rose and sung out in stentorian tones: "Three cheers for the thing."—*Philadelphia Press.*



## THE FAREWELL.

*(Translated from Daniel Stern—Comtesse d'Agoult.)*

Her heart may break, but thou shalt never hear  
 From her proud lips one murmur of regret;  
 No sad reproaches, no accusing tear  
 Thy fickle soul shall fret.

And canst thou dream that she was nothing loath,  
 And that to-morrow, care'less of to-day,  
 She will not brood upon thy broken troth,  
 But go her way?

I tell thee true—her faith can never die,  
 And though, soon destined for the realms above,  
 She quits her lover, she will bear on high  
 Her deathless love!

## McGill News.

IN respect to the number of students, McGill ranks sixth among the universities of America.

EFFORTS are being made to form a University lawn tennis club during the summer months.

THE income of McGill University for the present session, as per treasurer's statement, is almost \$270,000. This is independent of the fees in the Faculty of Medicine, which amount to about \$20,000.

The graduating classes in Arts and Science before separating, subscribed a good sum of money to be presented to the College Library. This parting gift was intended to be a practical expression of the goodwill of the new graduates towards their Alma Mater.

AT the final meeting of the Citizen's Committee in connection with the British Association, the balance of funds in the treasury, about \$1,500, was handed over to the treasurer of McGill. It will be devoted to the advancement of those sciences most patronized by the Association.

SIR WILLIAM DAWSON, McGill's esteemed principal, has just been elected President of the British Association for the ensuing year. The university has reason to congratulate itself on being able to contribute so distinguished a scholar to preside over the most influential scientific association in the world.

DURING the past session Ontario contributed to McGill 18 per cent. of the students in Applied Science, 22 per cent. of those in Arts, and 54 per cent. of those in Medicine. These percentages are much in advance of those of last year, and speak eloquently for the increasing attractiveness of McGill in Ontario.

THE editorial staff of the GAZETTE for the session of 1885-86 stands as follows: Messrs. J. R. Murray, B.A.; A. H. U. Colquhoun, B.A.; Henri A. Lafleur, B.A.; Colin H. Livingstone, Arthur Weir, C. Percy Brown, R. J. Elliot and E. J. Evans. The Board of Directors for the same term consist of Jeffrey H. Burland, B. Ap. Sc., F. C. S.; Geo. C. Wright, B. A.; E. De F. Holden, F. W. Hibbard, W. A. Carlyle, E. P. Williams and G. C. Stephen.

BESIDES the ladies who were partial or occasional students, nine have been successful in the sessional Examinations:—Misses Cross, Evans, Foster, McFee, McLea, Murray, Reid, Ritchie and Simpson. Miss McLea stood first in Greek and Chemistry, and along with one of the opposite sex had the highest mark in Latin, Geometry and Arithmetic, and French. Miss Ritchie was first in English and German, while in

Trigonometry and Algebra the most that a gentleman could do was to be equal with her. From this it can be seen how admirably the ladies have done.

THE Announcement of the Faculty of Arts for the Session 85-86 is in our hands. Besides a few changes in the different courses, both ordinary and honour, of which we shall not speak in detail, there are some announcements which appear in the Calendar of the college for the first time. Among these we have the Regulations for the Gold Medal to be awarded for First Rank General Standing. As our readers know, this medal is the gift of the Marquis of Lansdowne, and instead of being given to the best student in the Ordinary Course, may be offered for the Honour Course in Modern Languages. The regulations will very probably have the effect of causing only comparatively few to compete, as out of the seven subjects required, five of them are obligatory, four of these being Latin, Greek, Mechanics and Hydrostatics, and Astronomy and Optics.

Other announcements are, The *Major Hiram Mills Gold Medal*, for a subject to be chosen by the Faculty from year to year. The *Jane Redpath Exhibition*, open to both men and women.

A slight change has also been made in the distribution of the Scholarships and Exhibitions for the different years.

Under *Special Course for Women* we have the following:—

Regulations for Examinations, Exemptions, Boarding Houses, Attendance, Conduct, Library and Museum will be the same as for men, but not the same for Academic Dress. For women also the Library fee is optional.

## LAWN TENNIS.

The Third Annual Meeting of the McGill Tennis Club was held at the College on the 7th inst., when the following officers were elected for the ensuing season: President—H. Budden; Secretary—W. E. Ellis; Treasurer—C. B. Hamilton; Committee—F. Metcalfe and C. Swabey.

## GRADUATES SOCIETY.

The Annual Meeting of the Graduates Society, was held on Wednesday evening, 29th April, in the Library of the Natural History Society. The attendance was not large owing partly to the fact that another meeting was being held at the same time in which the medical members were interested. Nevertheless some questions of very great importance were brought up for discussion during the evening. The election of officers resulted as follows:—

President:—Prof. M. C. McLeod, M. E. Vice-Presidents:—Dr. James Stewart, Dr. F. W. Kelley, Mr. Arch. McGoun B. C. L. Secretary:—Mr. J. Ralph Murray B. A. Treasurer:—Mr. W. J. Sproule B. S. C. Resident Members of the Council:—Dr. Shepherd, Messrs. W. McLennan, W. F. Skaife, H. H. Lyman, James Bell M.D., W. Molson M.D.

Non Resident Members of the Council:—Messrs. J. J. McLaren, Toronto; Dr. Osler, Philadelphia; Dr.



Grant, Ottawa; J. F. Torrance, Beauce; Rev. R. Lang Halifax, and Rev. E. I. Rexford, Quebec.

Amongst those present were several of the Representative Fellows. Dr. F. W. Kelley gave a short report of University matters particularly interesting to the members. On motion of Prof. McLeod the incoming committee were instructed to make a change in the method of nominating Representative Fellows. Mr. Sproule thought that the voters fee of fifty cents was a nuisance and ought to be abolished. He considered that otherwise they would never have a true representation of the graduates. After some discussion a motion was carried requesting the authorities to reduce the commutation fee from ten to five dollars. Mr. Fraser Torrance proposed a motion to the effect that when the next vacancy occurs upon the Board of Governors those with whom the choice lies should consider whether there is not some graduate of the University who would suitably fill the place. Mr. Torrance supported his motion in a forcible speech in which he drew attention to the improper way in which professors are at present appointed. After some other questions had been discussed the meeting adjourned.

During the past year little or nothing has been done by the Society, and we hope that in the coming year it will display more signs of life.

### Societies.

#### UNIVERSITY LITERARY SOCIETY.

The last of the season's public debates given by the University Literary Society was held in the Wm. Molson Hall on the evening of the 14th inst., and was an unqualified success. The attendance was large and the speeches were good. The chair was filled by Mr. A. McGoun, President of the Society, and Sir Wm. Dawson and Prof. Johnson occupied seats on the platform. We regret exceedingly that pressure of other matter prevents us from giving even a synopsis of the discussion which was on one of the most interesting questions of the day—"Should Great Britain establish a protectorate over the Soudan?"

The debate was opened by Mr. Oughtred in an eloquent speech in which he referred to the close connection of the Soudan with Egypt, the splendor of whose glory dated back to the day- "before Carthage was and when Rome was not." He maintained that for the protection of the Suez Canal and for the welfare of Egypt it was necessary that England should undertake the government of this country; that such a course would result beneficially to her own commercial interests, and he appealed to his audience to say if it was not desirable that England should lift these people out of the depth of barbarism to which they had fallen to a higher state of civilization even than that which they had previously enjoyed.

Mr. Brocke on the negative took the ground that the present critical state of European affairs rendered it imperative for England to use the utmost caution in avoiding all unnecessary entanglements, and that Great Britain had persistently refused to assume any re-

sponsibility for the government of this country. He entered at length into a description of the country and the difficulties which would be incurred by a European nation in effecting the subjugation and control of so vast and inhospitable a region, and reviewed the causes which led to the present complications in Egypt and the Soudan, and asserted the rights of the Soudanese to govern themselves in their own way, denouncing the argument of his opponent that it was necessary for the honor and prestige of England that she should persist in a cruel and unjust war for the display of her own might.

Mr. Mackie followed replying to the arguments of the last speaker and holding that the suppression of the slave traffic could only be effected by the means proposed and making a stirring appeal to the sympathy and patriotism of his hearers. Mr. Cross in a short but pithy and sarcastic speech contended that the affirmative had wholly failed to make out a case, that their plans were defective and their arguments were bad. He ridiculed the grounds taken by the affirmative that the subjugation of the Soudan was necessary for the welfare of Egypt and the safety of the Suez Canal, or that the cause of humanity demanded the slaughter of thousands of Arabs and British for the sake of putting down the slave traffic.

The opener of the debate then summed up in a caustic reply to the arguments of his opponents and on the question being put to the vote it was decided in favor of the affirmative by what was rather a large majority.

### Between the Lectures.

Bills of long standing and trousers of long sitting are better receipted.

"What is laughter?" asks a chemist. It is the sound that you hear when your hat blows off.

A Boston girl is considered accomplished when she can sneeze without dropping off her eye-glasses.

Grubber: "what could this chicken have lived on to make it so tough?" Punster: "It lived on from year to year."

Why is it so much prominence is given to women now-a days? She was nothing but a "side-issue" in Adam's time.

Descarte's "Law of Signs," *Tech* version. "Drop them quietly over a front yard fence, if you meet a 'cop' on your way home."

Yale has organized an anti-swearing society—at least, so say the newspapers,—in which the penalty for swearing is the payment of drinks for the whole society.—*Crimson*.

They were in the wood. Said he, looking things unutterable, "I wish I were a fern, Gussie." "Why?" she asked. "Why—p'raps you—might—press me, too." She evidently hated to do it, but it is best to nip such things in the bud; so she replied, "I'm afraid you're too green, Charley." The poor boy almost blubbered.—*Ex*.



## SPRING.

You may talk of the signs of the weather,  
Of the coming days you may sing,  
But sitting down on a red hot stove  
Is the sign of an early spring.

Tech.

## College World.

SINCE 1847, American colleges have received \$50,000,000.

A CHINESE student at Yale has taken the first prize for English composition.

THERE is a college to every hundred miles of territory in the United States.

## PROFESSOR BLACKIE ON MUSIC, TOBACCO AND BOOKS.

Professor Blackie was chairman at a concert lecture delivered in Manchester recently by Miss Jennie J. Young. In the course of a humorous speech the professor said—I some times wish myself back into the middle ages, when the minstrel was the only teacher, and when singing was almost the only sermon. And I will tell you why; reading is a stupid dull kind of thing, but singing stirs up the whole soul. In the best days of the world there was reading and no books at all. Homer never saw a book, never could have seen a book.—I think we see a great deal too many books. A great number of people become mere reading machines, having no living functions at all. I would like some time to give you a lecture on the logic of education. It simply means that you must learn to use your legs, your arms, your ears, your tongues, and your throats—every part of your soul and your body—rather than be crammed up with all sorts of things and then measured with red tape by a gentleman from London. (Laughter.) Especially if you wish to be happy cultivate song. I am rather a young old boy, and I am one of the happiest creatures under the sun at this moment; and let me say to you that one of the best things in the world is to cultivate a love of song. How people can get through their idle hours I don't know. In railway coaches and other places I see a number smoking what they call tobacco. (Laughter.) Well, whatever may be said about that it is not an intellectual or a moral stimulant, and the flavour of it is not at all like the rose, or any poetic thing I know. (Laughter.) It is essentially a vulgar sort of amusement. My amusement is to sing songs. (Applause.) At home I am always singing Scotch songs; and abroad, when those wretches are smoking, I hum to myself "Scots wha hae," "A man's a man for a' that," and songs of that kind. I advise you to do the same. Your soul will become a singing bird, and then the devil won't get near it. Be as busy as you can at any work put before you, and then sing songs. Make them if you can. I sometimes make songs; that is better than singing them. (Applause.) A German proverb says that bad men have no songs, because they cannot sing. It is true; peevish, bad men do not sing. But if I don't put rein upon myself I

shall go on as I did the other night for two mortal hours. (Go on.) No, no; think of two mortal hours. (Laughter.) I hope you will be as happy as I am. The mixing of music with words, words that stir the soul and instruct the mind, is the most intellectual of all possible kinds of entertainment. The ancient Greeks always had their music to words that they understood. We can not accept music that is simply a kind of tight-rope dancing in the air, which merely tickles the ear with a soft, honeyed luxury, and does not stir the soul and brace the mind. (Applause.) But will sit down.

## Personals.

Dr. M. C. McGannon, one of 85's graduates has started practice at Brockville, Ont.

W. Lohead, B. A. '85 is at present Master of Mathematics in Lyall's School, McTavish st.

Dr. Wm. McClure, B. A. has been appointed Superintendent of the Montreal General Hospital.

H. M. Amie, M. A. who took his degree at the recent Convocation will go to Europe this Summer.

Mr. Mulgan, the new Classical lecturer left for England before the Examinations were over. He will return a benedict.

Mr. Bernard J. Saunders, P. L. S. fourth year Science left his examinations at the call of duty, and bravely went to lend his aid in the North West.

Prof. J. Clark Murray, L.L.D., the highly esteemed Professor of Philosophy is expected to go shortly to Scotland on a visit. Mrs. Murray has been there for some time.

The following are the three gentlemen who have been appointed from the newly graduated class to the Montreal General Hospital:—Drs. F.G. Finley, S. Gustin and D. W. Eberts.

Rev. Jas. Barclay, a Fellow of the University, chaplain of the Montreal Garrison Artillery, will accompany the regiment ordered to the scene of the rebellion in the North West.

L. R. Gregor, B. A. '82, spent last winter in Charlottetown, P. E. I. From the newspapers of that place, we see that not long ago he gave a most acceptable lecture on "Means of Culture."

Roderick Macdonald M.D., the oldest graduate in the Faculty of Medicine, McGill University died at his residence in Cornwall, Ont., recently. He had an extensive practice there and was a prominent figure in the public life of the country. It is said that at the time of his death he was the oldest living graduate of our University. He was 83 years of age.

A soph, who recently received substantial favors from his mamma's pa, now tells of "revelling in ancestral hauls."

The dairymaid pensively milked the goat,  
And, pouting, she paused to mutter,  
"I wish, you brute, you would turn to milk,"  
And the animal turned to butt her.



## A FRENCH LESSON.

'Twas a bright and moonlight evening,  
And we wandered on the shore,  
Quite alone and unmolested,  
As we oft had done before.

First we talked about my college,  
(While she tried my heart to wrench  
With sweet smiles and blushing glances.)  
Then she chanced to speak of French.

"Decline *un baiser*, please," she murmured,  
While closer to my side she drew;  
'Twas very wrong, I know, but yet,  
I could not well decline; could you?

F. W. H.

## Correspondence.

Editors University Gazette.

QUEBEC, March 23rd.

DEAR SIRS.—I am content to allow the matters in dispute between Mr. Palmer and myself to be judged by our respective reputations for veracity; but, as he has made several fresh charges against me, I must beg that space be accorded me for brief answers to them.

1. I was guilty of no breach of faith in disclosing the identity of "X," because my answer to him was written before I had returned to the board; and my discovery of his authorship was made simply by getting from each of the other persons, who were in a position to have written the letter, a denial of being its perpetrator.

2. Instead of telling me plainly of his proposed course, Mr. Palmer merely remarked in a jocular way that he was going "to slang" me in the next GAZETTE. I never dreamt he spoke seriously and had entirely forgotten the circumstance, until reminded of it by a third person.

3. The authority for the interview spoken of by me, is Mr. Palmer himself, and it was related before a witness.

4. Mr. Palmer's resignation was tendered at the shareholders' meeting by a fellow zite and friend.

5. Any one who bears in mind the talent for theatricals, exhibited on various occasions by the zites, will take Mr. Palmer's explanation of his acting as managing editor with a grain of salt.

6. The statement made in my previous letter about the editorials includes those of No. 5.

7. It has been a frequent practice with editors of the GAZETTE to cancel matter after it has been in type and is one which is still pursued.

Yours faithfully,

W. H. TURNER.

A Scotchman in London was at the bedside of his dying wife, who had originally come from the Highlands, and had always retained a strong affection for the land of her birth. "Promise me, Angus," she said, "that ye'll bury me in the Hielands; I could never rest quiet down here." "Weel," replied the prudent Angus, "I'll just see. If I find that ye canna rest quiet here, I'll hae ye removed to the Hielands."

—Ex.

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